

The CUSD Journey



Champions of Change
*Becoming the District
where "tomorrow's leaders
learn."*

Presented by: Quincy Natay, Superintendent
Doug Clauschee, Associate Superintendent and Sheila Betz, Federal Programs Director



Overview

Staying the Course: 2017-2020 and Beyond

Principle 3: Effective Organization of Time &

Principle 5: Climate, Culture & Conditions

- Professional Learning Communities
- **The Ripple Effect: Self & Collective Efficacy**
- **Loose & Tight Controls**

3

2014-17: Changes & Celebrations

Principle 1 – Effective Leadership

- Strategic Planning – Leverage Resources
- **Intentional Support for Leaders**

Principle 2 – Effective Teachers & Instruction

- Integration of TAP Best Practices
- Competitive Compensation

Principle 4 – Effective Curriculum

- Beyond Textbooks
- Preschool







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CUSD At-A-Glance

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CUSD #24 At a Glance

- 3,773 students in grades PreK-12
- 98% Native American (mostly Navajo)
- 4,200 square miles
- 76% of our students qualify for free or reduced lunch
- 7 Schools:
 - 2 serving PreK-6th (CDC & CES);
 - 1 serving K-6th (MVES)
 - 2 serving PreK-8th (TPS & MFPS)
 - 1 serving 7th & 8th (CJHS)
 - 1 serving 9th- 12th (CHS)
- 514 Employees
 - 240 Certified Teachers/Staff

		
Teachers <ul style="list-style-type: none"> • Competitive salary for the most highly effective • Provide resources and a successful environment 	Buses <ul style="list-style-type: none"> • \$1 million per year to keep fleet safe • 6,200 miles busing 60% of our students 	Facilities <ul style="list-style-type: none"> • Construction & Infrastructure • Maintenance
		
Innovative Programs <ul style="list-style-type: none"> • Preschool Classrooms • Supplementary Programs for reading, math and resilience 	Job Embedded PD <ul style="list-style-type: none"> • Academic Coaches at a 1:15 ratio • Pay for Performance 	Curriculum Framework <ul style="list-style-type: none"> • Valid & Reliable • Aligned to Standards, Assessment, Instruction & Intervention

EXTREME



BUS ROUTES



6,200 miles daily
60% of roads are
unimproved

Prior to 2014

Job embedded PD without curricular integration or strong central office direction; inflated evaluation scores

TAP Light

Lack of vision, values, beliefs, guiding principles, district goals

No Vision

Lack of standards aligned, guaranteed and reliable curriculum framework;

No Guaranteed and Reliable Curriculum

Students were not prepared with early literacy skills that would lead them to success as they advanced in subsequent grades

Poor Early Literacy

Lack of trust in leadership led to in fighting on the school board within schools and across departments

A District Divided



2014-2017

Strategic Planning
results in a collaborative effort among leaders, teachers, staff and board members to develop a common Vision

**Vision
Values Beliefs
Guiding Principles
Goals & Plans**

Adopted Beyond Textbooks and integrated our “TAP Light” program to provide support in implementation of BT and instructional priorities

Guaranteed & Viable Curriculum Implementation

Began addressing early childhood education

Opened Pre Schools In District

Competitive teacher pay, discretionary grants aligned to student need and alignment of fiscal and human resources to goals

Leveraged Resources

Filled the Associate Superintendent position and introduced leadership evaluation reform and PD and support for principals

Intentional Support for Leaders

Effective Leadership

Effective Curriculum and Teachers & Instruction

Effective Curriculum

Effective Leadership

Effective Leadership

Strategic Planning results in a collaborative effort among leaders, teachers, staff and board members to develop a common vision.

Vision
Values Beliefs
Guiding Principles
Goals & Plans

Effective
Leadership



bus drivers and mechanics from the CUSD transportation department draft department strategies and action steps support the CUSD high academic achievement goal.

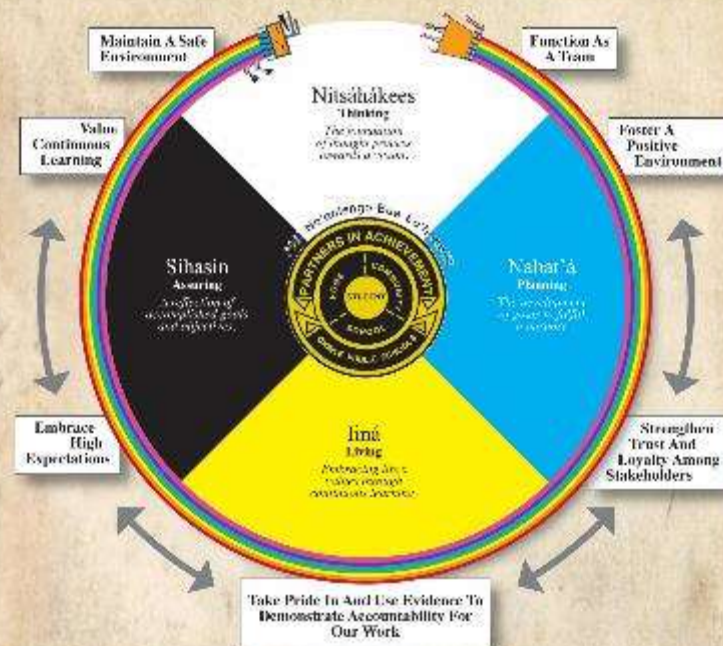


An outcome from attending the NISL training for effective school boards (left) is the presentation of school data by principals at regularly scheduled school board meetings.



- ✓ Current State
- ✓ Vision
- ✓ Guiding Principles

CHINLE UNIFIED SCHOOL DISTRICT NO. 24

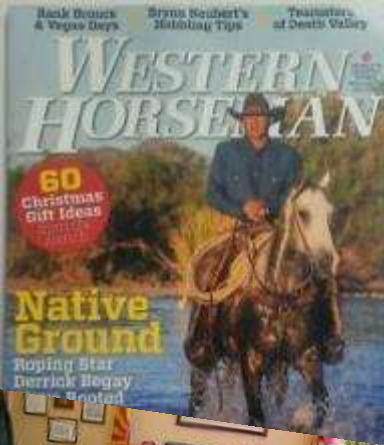


VISION STATEMENT

Our vision is to empower all students to be Competitive, Unique, Successful, and Driven through an effective team of teachers, staff, school board, parents, and communities in an environment dedicated to the value of continuous learning.



WWW.CHINLEUSD.K12.AZ.US



Putting Chinle on the Map!

- ***Center of Excellence for Preparing Today's Children to be Tomorrow's Leaders & Citizens***



Strategic Planning results in a collaborative effort among leaders, teachers, staff and board members in creating a common vision.

Vision
Values/Beliefs
Guiding Principles
Goals & Plans

Effective Leadership



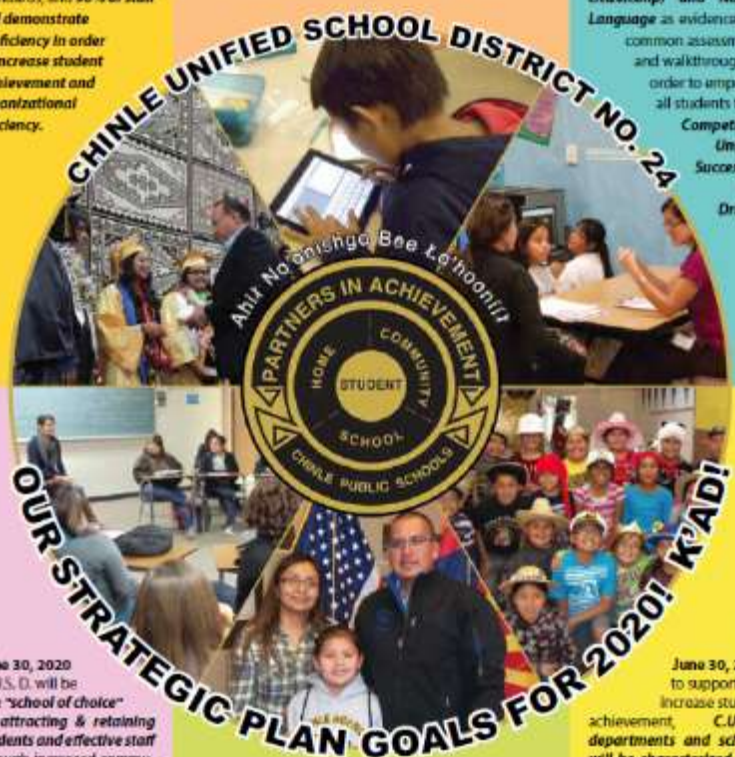
“Setting goals is the first step in turning the invisible into the visible.”

-Tony Robbins

By June 30, 2020
90% of students will demonstrate proficiency in the application of technology to solve problems according to the AZ Technology Standards, and 90% of staff will demonstrate proficiency in order to increase student achievement and organizational efficiency.

By June 30, 2020
90% of students at each grade or subject level will show proficiency in 80% of AZCCRS as measured by state/district standardized testing with incremental increases based on prior year's performance data to empower our students to be **Competitive, Unique, Successful, and Driven.**

By June 30, 2020
there will be a program developed for all schools to implement that will require **competency in Navajo Studies** (culture, history, & citizenship) and **Navajo Language** as evidenced by common assessments and walkthroughs in order to empower all students to be **Competitive, Unique, Successful, and Driven.**



By June 30, 2020
C.U.S.D. will be the "school of choice" by attracting & retaining students and effective staff through increased community ownership of the value of education, our vision, guiding principles, and programs as evidenced by 15% increase in enrollment and 20% increase in students completing post secondary training.

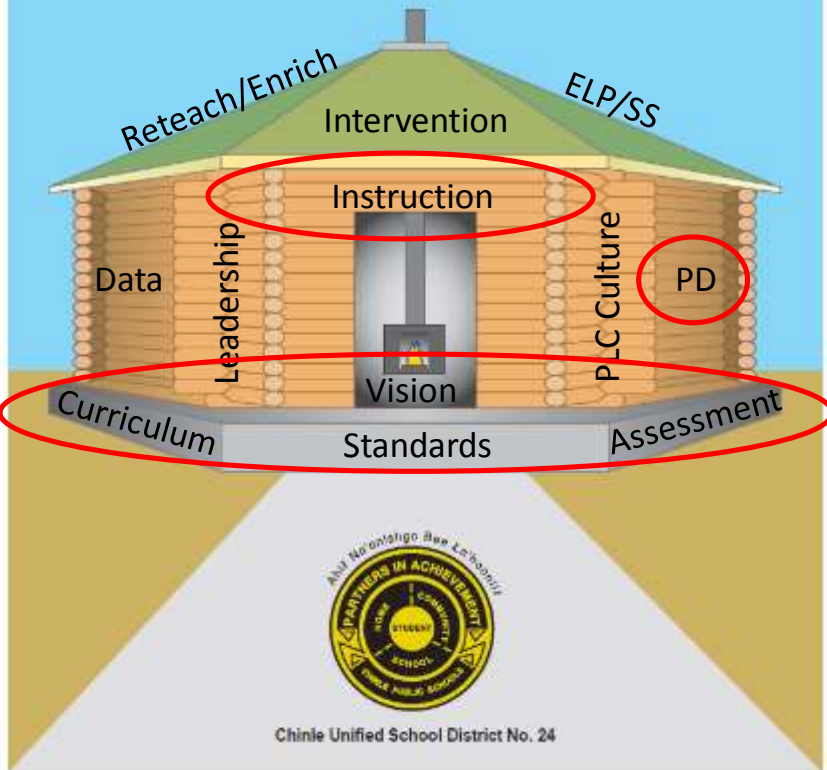
By June 30, 2020
70% of all families will participate in four or more C.U.S.D. academic related activities annually, to increase student achievement and family engagement.

By June 30, 2020
to support and increase student achievement, C.U.S.D. departments and school will be characterized by a positive, safe and efficient climate due to staff demonstrating effectiveness in their roles and responsibilities as measured by 95% of employee evaluations being proficient /distinguished.

OUR STRATEGIC PLAN GOALS FOR 2020! K'ADI!

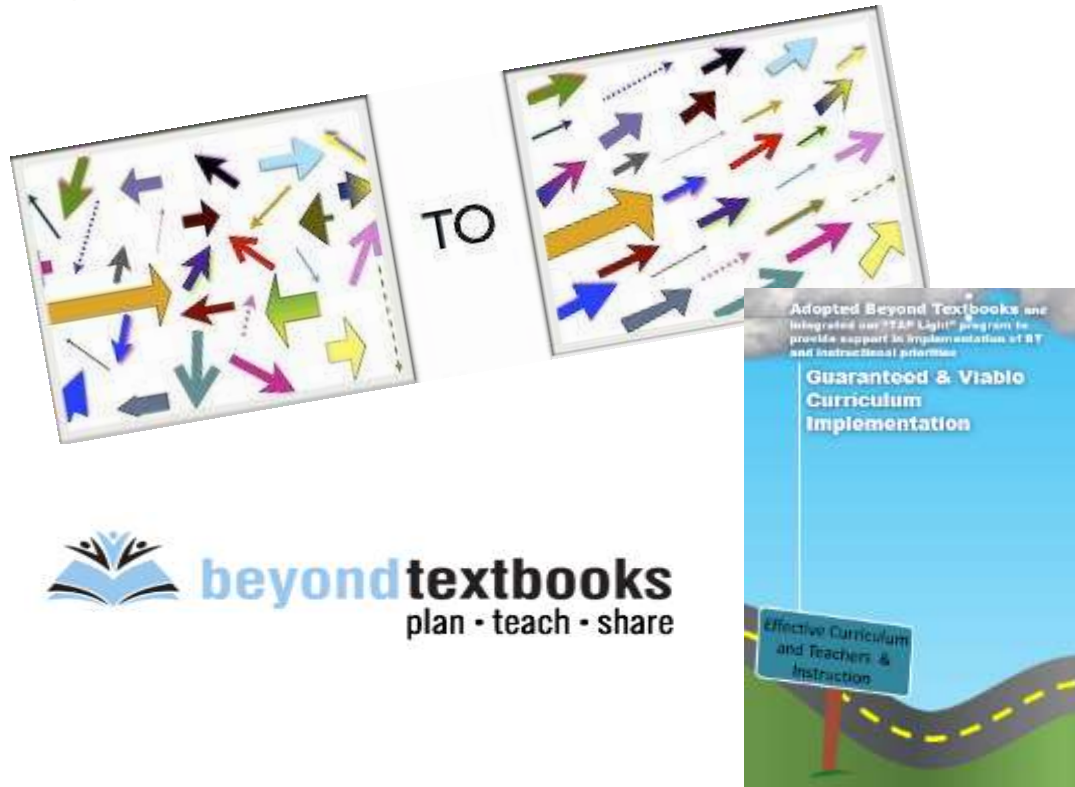
Na'nitin dóó óhoo'aah nihioŋta'í bee biłhahodiilnééh

The mission of the Chinle Unified School District is to work as partners within the community, promoting lifelong learning in a multicultural and global environment to serve as a strong foundation for all students.



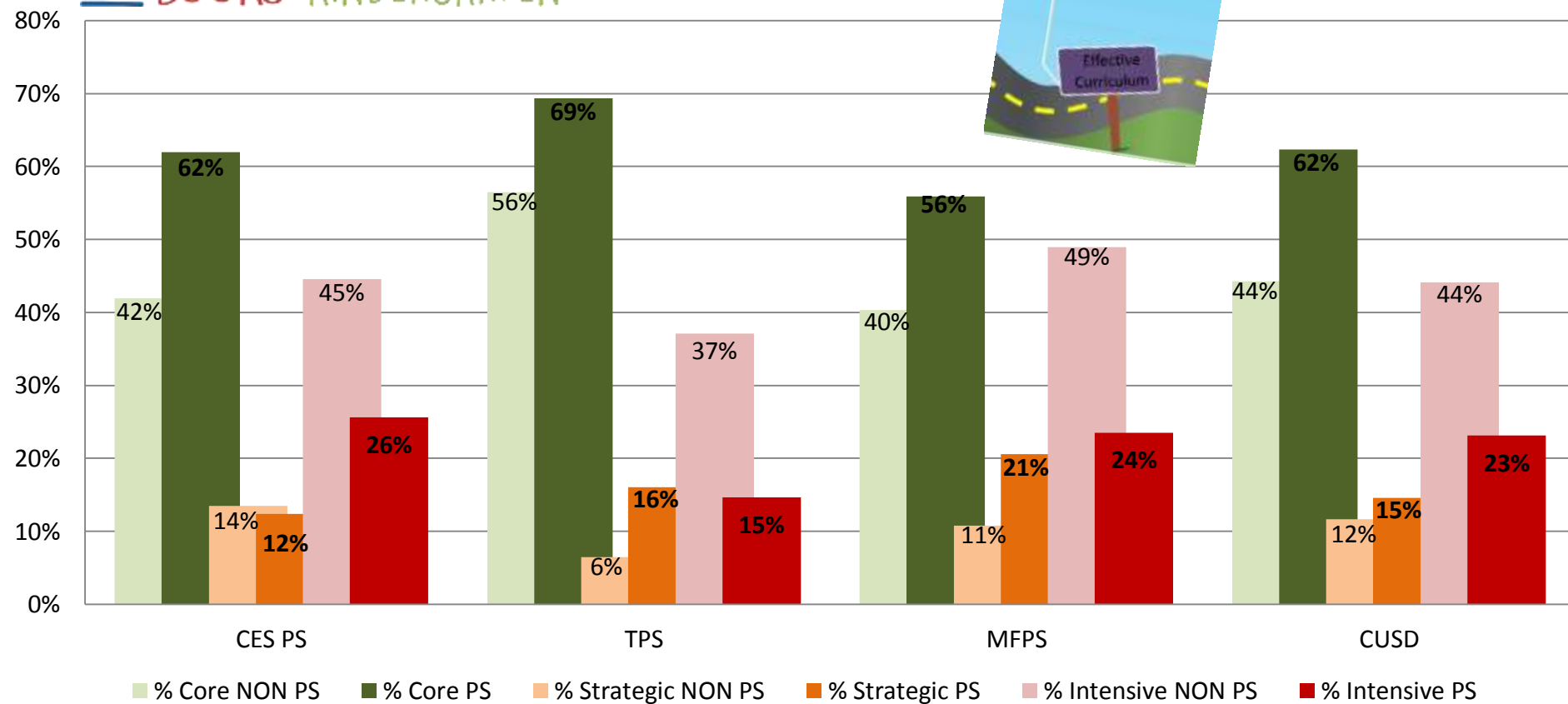
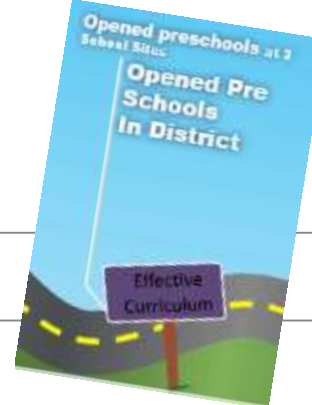
A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level.

That is, one of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels. It is important to note the two parts in the concept of a guaranteed and viable curriculum: The fact that it is guaranteed assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned. The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important (pp. 89-91).





CUSD #24 Fall 2018 BOY DIBELS Results





Compensation

Chinle Unified School District #24



Starting Salary



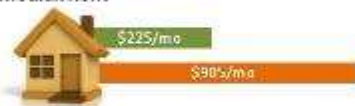
Financial Security: Work in District that can boost your financial well being!

Health Insurance Costs



Wellness: Work in a District that provides free, high quality comprehensive health coverage

Median Rent



Get More Out of Your Check: Put your hard earned money to use where *you* want it!

Legend



Check out these 4 additional ways that working for Chinle Unified School District will help you achieve financial security!



Student Loan Forgiveness



AZASRS - Retirement



Incentive Pay and Extra Duty



District Housing Tax Deductions

Let's do the math!



CUSD Teacher Earning Potential: Teacher earns Prop 301 performance pay, attends 4 PID days and works extended learning and summer school.

Starting Salary Scenario

\$43,079.00 (gross annual)
 + \$ 2,100.00 (Prop 301 Perf Pay)
 \$45,179.00
 + \$ 1,000.00 (Prop 301 Base Pay)
 + \$ 2,000.00 (Prop 301 PID)
 \$48,179.00
 + \$10,000.00 (Extended Learning & Summer School)
 \$58,179.00 Annual Earnings

MA54; Step 18

\$82,462.00 (gross annual)
 + \$ 2,100.00 (Prop 301 Perf Pay)
 \$84,562.00
 + \$ 1,000.00 (Prop 301 Base Pay)
 + \$ 2,000.00 (Prop 301 PID)
 \$87,562.00
 + \$10,000.00 (Extended Learning & Summer School)
 \$97,562.00 Annual Earnings

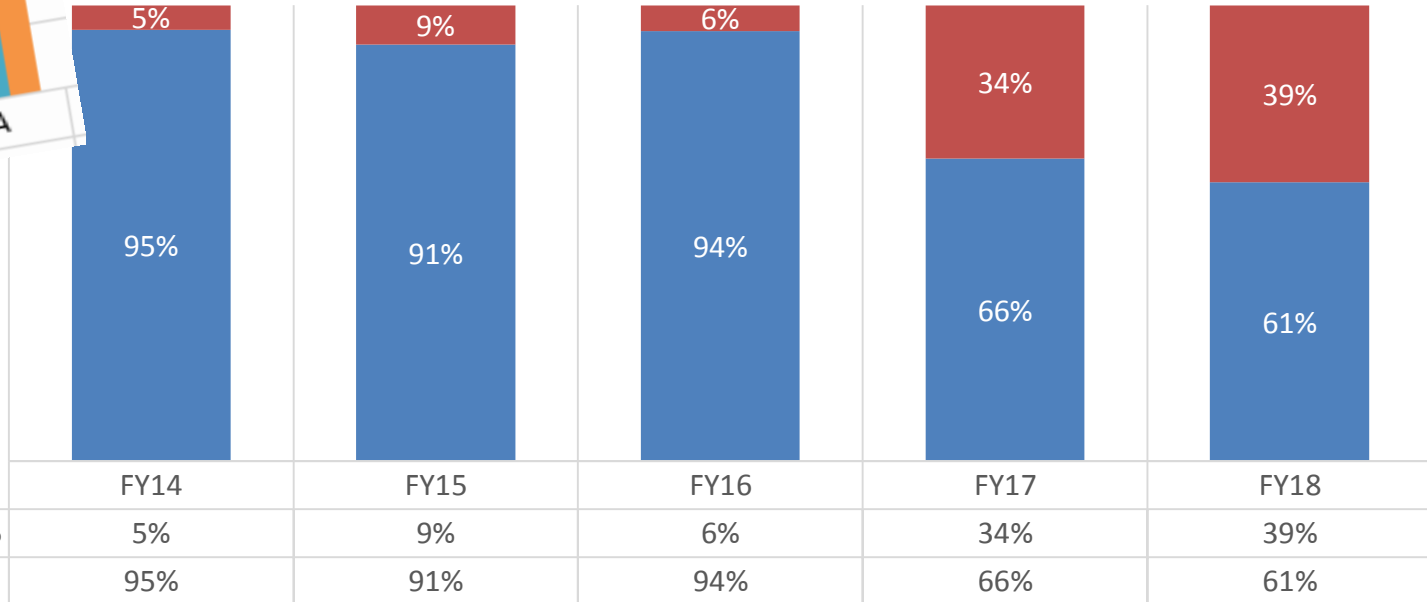
We value effective teachers at CUSD!

Competitive teacher pay, disciplinary trusts aligned to student need and alignment of fiscal and human resources to goals
Leveraged Resources



% OF FEDERAL PROGRAMS BUDGET FORMULA V. DISCRETIONARY GRANTS FY14-18

% OF TOTAL BUDGET



TITLE I-A

Competitive teacher pay,
discretionary grants aligned to
student need and alignment of fiscal
and human resources to goals

Leveraged Resources

Effective
Leadership

Strategies



Increase the amount of Discretionary Funding on the table

Ensure alignment of Discretionary Funding to student needs and strategic plan and IAP



Evaluate positions currently funded from formula grants

Attrition those that don't support accomplishment of IAP/Strategic Plan Goals



School Improvement Grant – Early Childhood Model Strategies

Increase the number of classrooms serving preschool in our SIG schools

Actively recruit preschool age students living in rural/remote areas of the District

Early Childhood

Equip the buses to be able to safely transport preschool age children

Provide ongoing professional development and support to increase the impact of preschool for our students

Did you know?
90% of a child's brain develops by age 5...



School Improvement Grant – Transformation Model Strategies

Focus on instructional reform in the areas of math and ELA while integrating STEM and social emotional development

Develop a PLC based culture of learning in all schools, especially SIG schools

Transformation Model

Support the district's plan toward a 1 to 1 student to device ratio for technology

Provide ongoing intentional professional development and support for school leaders and academic coaches



HELLO
Doug Clauschee
Associate Superintendent
CUSD#24

Thank you for the opportunity to Inform and build capacity amongst
fellow educators

Data and Outcomes are informative; Not to be condemned.



ACTIVITY

Sign your name on a paper 5 times.

Sign your name on a paper with your other hand now,

What are you thinking? How does that feel?

Sign your name again 5 times.

What did you do?

THE POWER AND INFLUENCE OF LEADERS

The potency of leader persuasion and influence depends on a number of factors, including credibility, trustworthiness, expertise, and not the least of which is the leader's own self-efficacy, that is, the belief that he or she can demonstrate and persuade others that they can succeed as a team (Bandura, 1986, Goddard et al., 2004).

Leaders of educational organizations have major impact on student performance and make a difference in the success of the school (Ogawa & Scribner, 2002).

Research demonstrates that effective turnaround leaders follow a formula of common actions that spur dramatic improvement. (Hassel & Hassel, 2009)



D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Arizona Department of Education has created and is implementing with LEAs from different geographic regions and school demographics, an Arizona K-12 Academic Standards aligned Student Learning Objective (SLO) process to support the teacher evaluation process and in the end, improve student achievement. An important component of the Student Learning Objective process is the setting and reaching of goals aligned to these standards.



Effective Leadership

- Possess a Moral Compass
- Visionary
- Anticipate/Systemic
- Relentless focus on goals
- Build quality teachers
- Cultivate leaders



VISION OF LEARNING

“Through an on-going collaborative effort, we will implement our curricular program and continuously evaluate our effectiveness of instruction, assessment, and intervention.”

Developed 2016 by CUSD #24 Instructional Leaders

“Best approach for turnaround to be successful lies in reversing high accountability and capacity building.” Turnaround leadership: (M. Fullan 2005)

Case study 2: Identified lessons learned: [10 “drivers” of reform] - District leader conceptualization; collective moral purpose; the right bus; lateral capacity building; ongoing learning; productive conflict; demanding culture; external partners; focused financial investment

[Elmore, R. F., & Burney, D. (1999).]

What kind of leadership is needed at the district level? IN CUSD, we had to Re-conceptualize accountability and capacity building whereby each school is implicated simultaneously and systemically through district-wide reform (DWR).

Turnaround Leader Actions

- **Focus on a few early wins**
Select a few high-priority goals with quick, visible payoffs to rally staff around the effort and overcome resistance
- ***Get the right staff, right the remainder***
Release, replace, or redeploy staff who are not fully committed to turning around student performance
- **Break organizational norms**
Depart from organizational norms or rules to deploy new tactics needed for early wins
- **Lead a turnaround campaign**
Communicate a clear picture of success and its benefits; signal the urgency of dramatic change **Do what works, raise the bar** Press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works
- **Drive decisions with open-air data**
Use data to set goals for improvements; report results visibly and often

TURNAROUND LEADERSHIP COMPETENCIES

Achievement

The drive and actions to set challenging goals and reach a high standard of performance despite barriers

Monitoring and Directiveness

The ability to set clear expectations and to hold others accountable for performance

Planning Ahead

A bias towards planning in order to derive future benefits or to avoid problems

Impact and Influence

Acting with the purpose of affecting the perceptions, thinking, and actions of others

Team Leadership

Assuming authoritative leadership of a group for the benefit of the organization

Conceptual and Analytical Thinking

The ability to break things down in a logical way and to recognize cause and effect. The ability to see patterns and links among seemingly unrelated things

Self Confidence

A personal belief in one's ability to accomplish tasks and the actions that reflect that belief

Why Use Turnaround?

- IMPROVE PERSISTENTLY LOW-PERFORMING SCHOOLS
- EVALUATE PRINCIPALS PERFORMANCE
 - Align ISLLC - TA Competencies - Evaluation Instrument
- PROVIDE TARGETED DEVELOPMENT (TABLE 1)
 - Competency Training
 - Self-Development RUBRICS
 - Stretch roles or assignments
 - Board reports monthly
 - Staff reporting
 - Peer presentations @ Principal meetings
 - Mentoring (Coach)
 - AIIR: Principal Coach: Melissa Irby

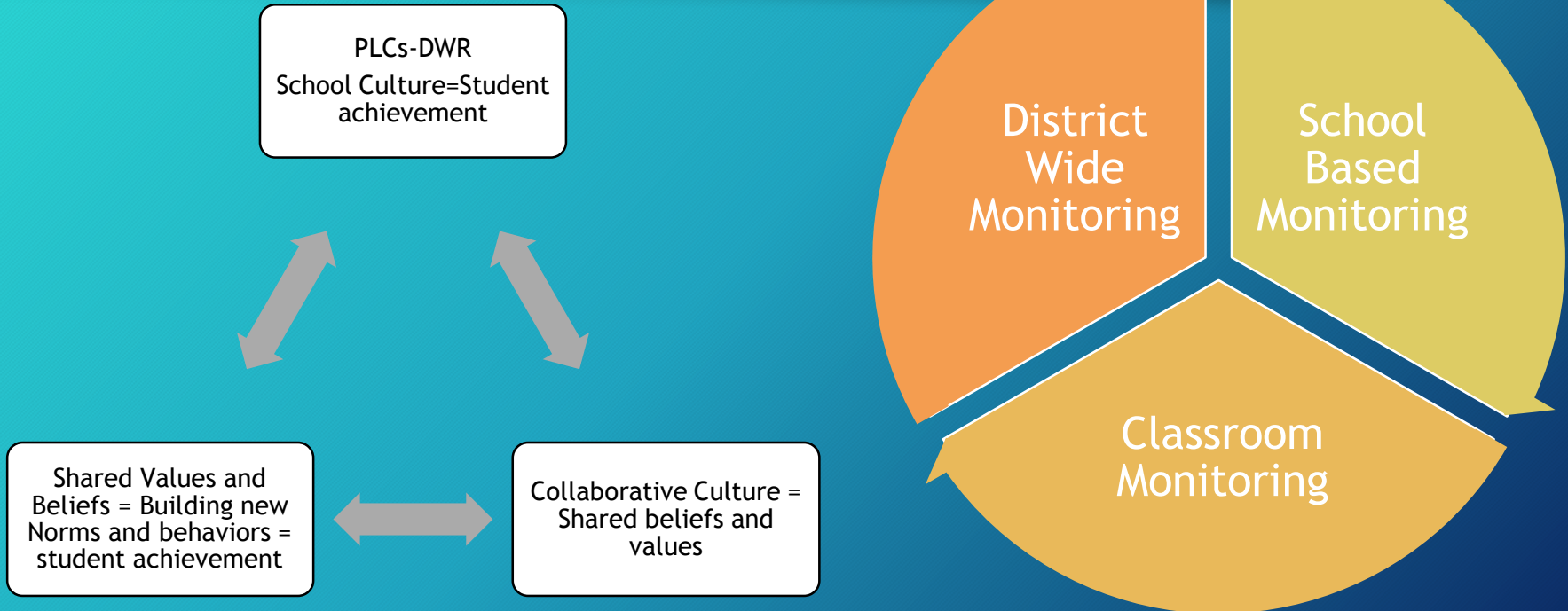
- ☐ Building a culture of Learning
- ☐ Data Driven Instruction
- ☐ Observation/Feedback
- Project Elevate

The social conditions in an educational environment must support turnaround leaders

- Commit to success
- Choose the right schools
- Give leaders the “big yes” (loose and tight)
- Proactively engage the community
- Hold leaders accountable for results
- Develop a talent pipeline

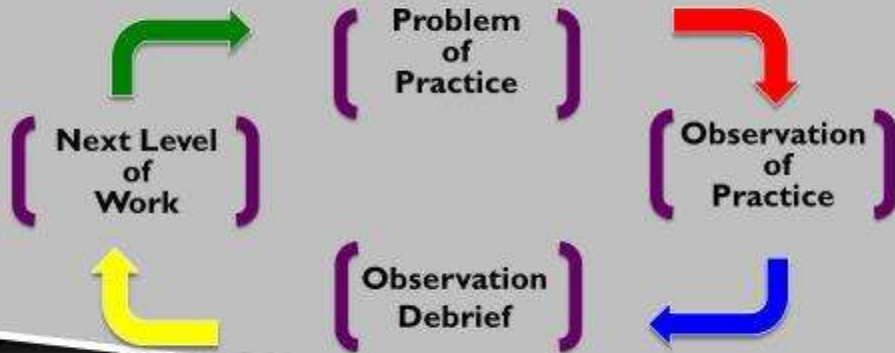
PLCs have been a construct for CUSD that has allowed Leaders to focus on student learning outcomes

How does this look like in CUSD?



Instructional Rounds

INSTRUCTIONAL ROUNDS PROCESS



- District Level People:
Superintendent, Assoc.
Superintendent, Federal Programs
Director, ESS Director, Principal
Coach, Principal
- Once a Month
- Focus on Instruction
- Student Learning Outcomes Impact

Call To Action

CUSD (all schools in U.S.) desperately needs a strong cadre of school leaders who can turnaround persistently low-performing schools.

If we are really serious about closing those proficiency gaps we must use the very best tools available to select, develop, and evaluate turnaround leaders to work in a Transformative Model of School Improvement

- Invest in Competency models for critical leadership roles
- Develop training-models for turnaround principals

A few CUSD #24 Celebrations!



12% more students **passed** ELA AZMerit in 2018 than in 2015 for CUSD compared to 7% more students for Arizona



15% more students **passed** Math AZMerit in 2018 than in 2015 for CUSD compared to 6% more students for Arizona



ALL grade levels in our 2nd highest **poverty** school **met or exceeded** the state average on AZMerit Math.



One of our PreK-6 schools, CES (formally a D school identified as a Focus school in federal improvement status) **is 4 points away from an A**

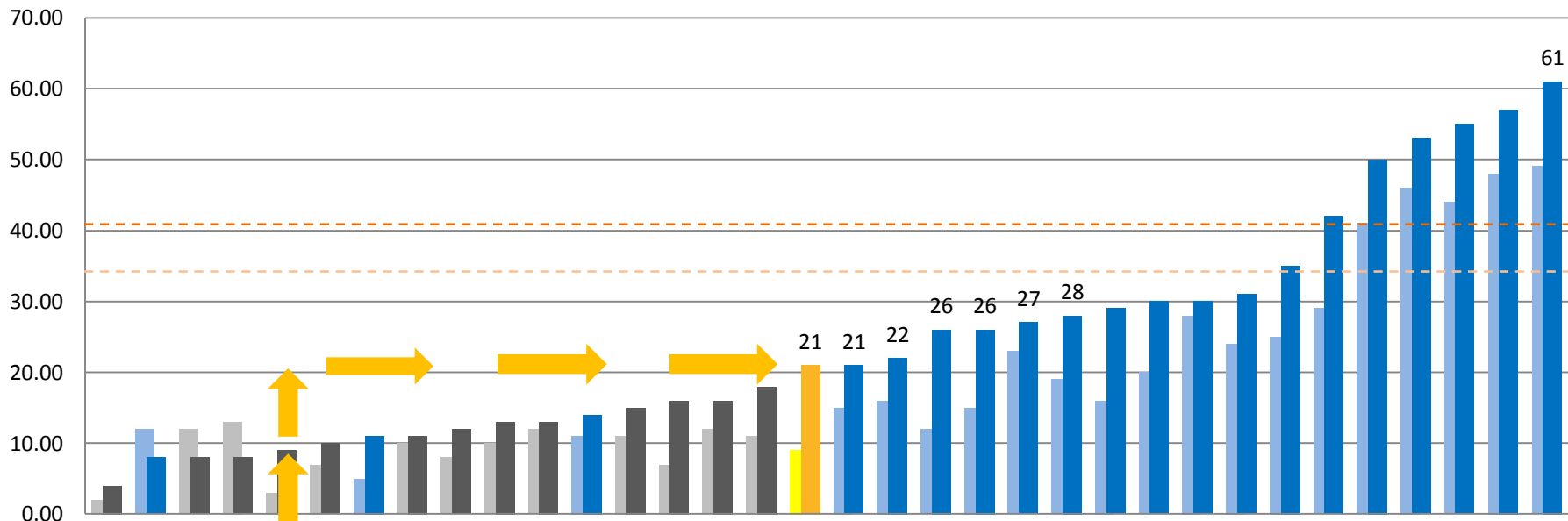


District wide our 5th grade students performed within 2% of the Arizona state average pass rate!



1 fourth grade teacher led **9 of 16 students** who were **Minimally Proficient** on AZMerit in ELA the previous year to become **Proficient** in 2018

ELA AzMERIT 2018 % Passing Compared to 2015 % Passing

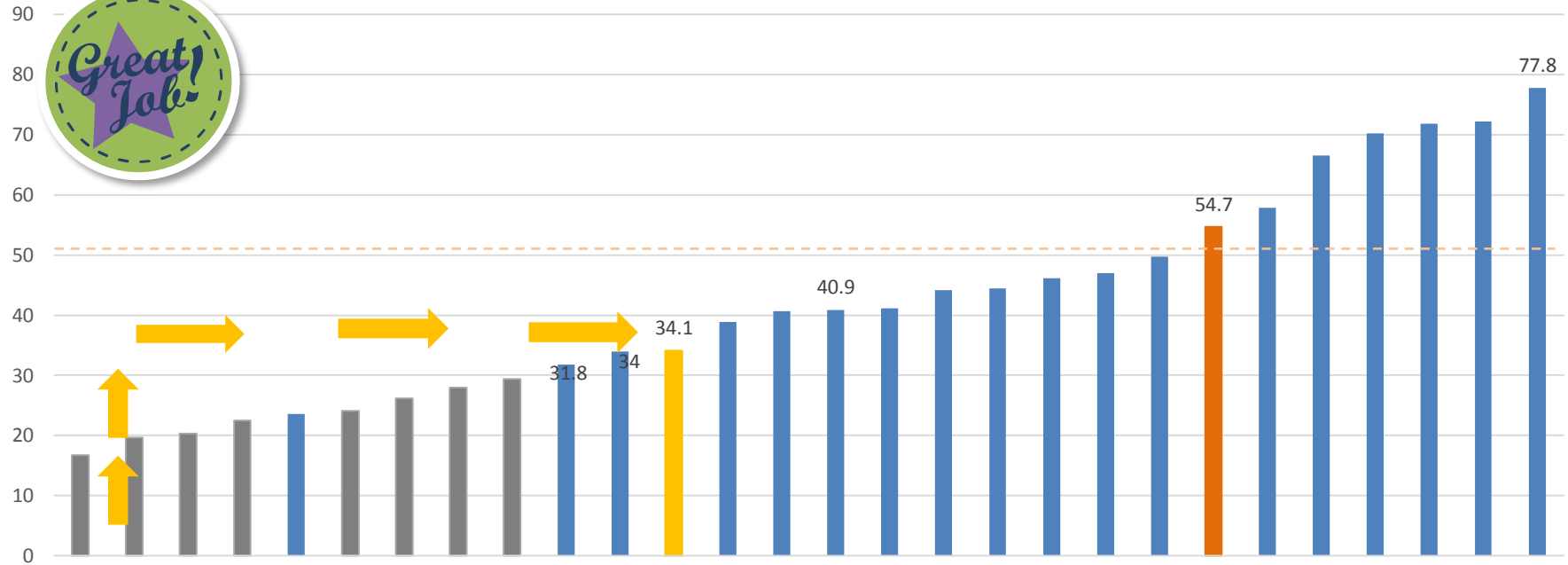


Reservation Schools
Non Reservation Schools
Chinle

(lighter color in background is 2015 % passing)



2018 ELA Total Points Earned



ELA - 2015

*75% of our students
were MP
only 25% were "earning
points as PP, P or HP*

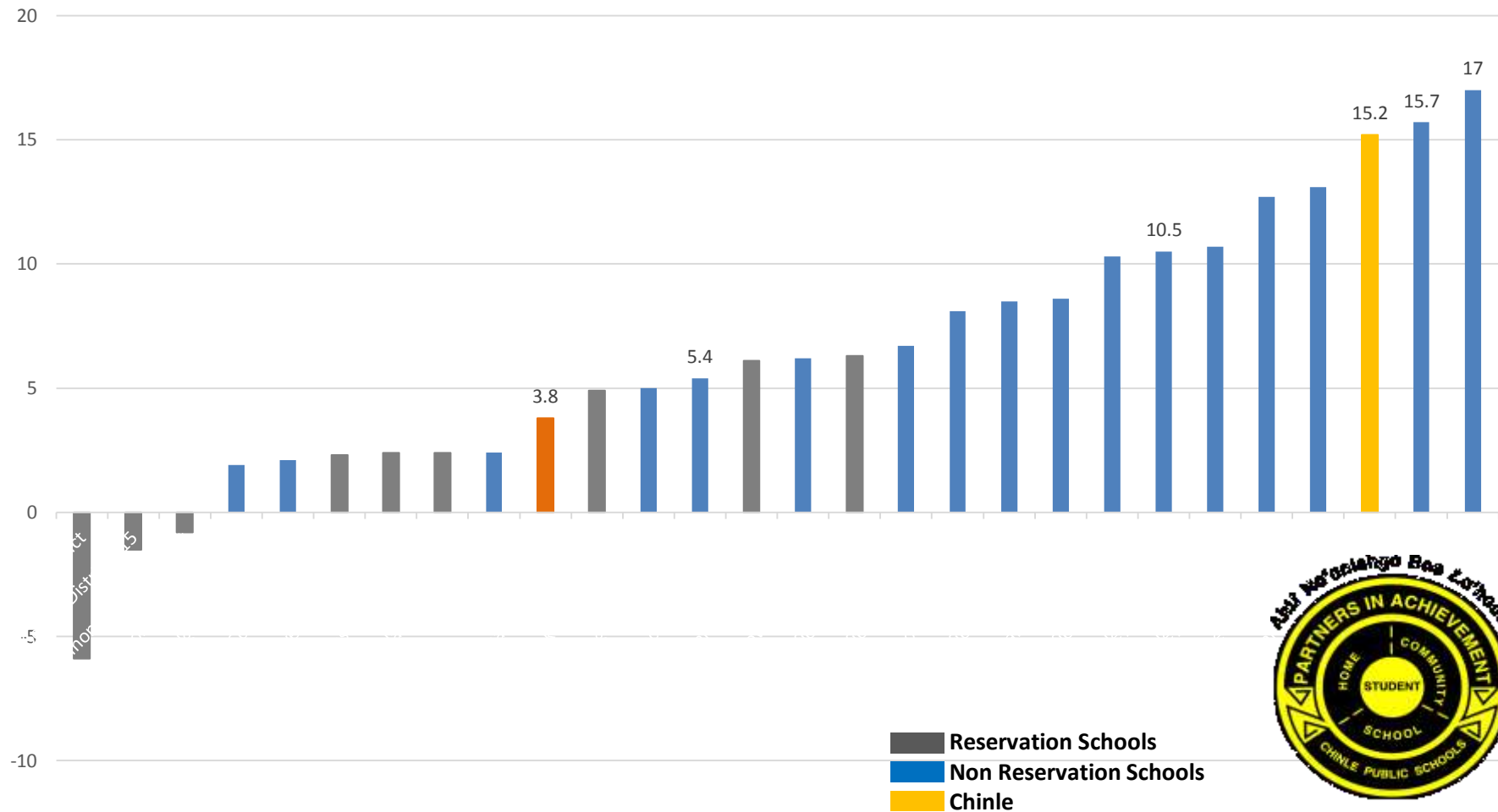


ELA 2018

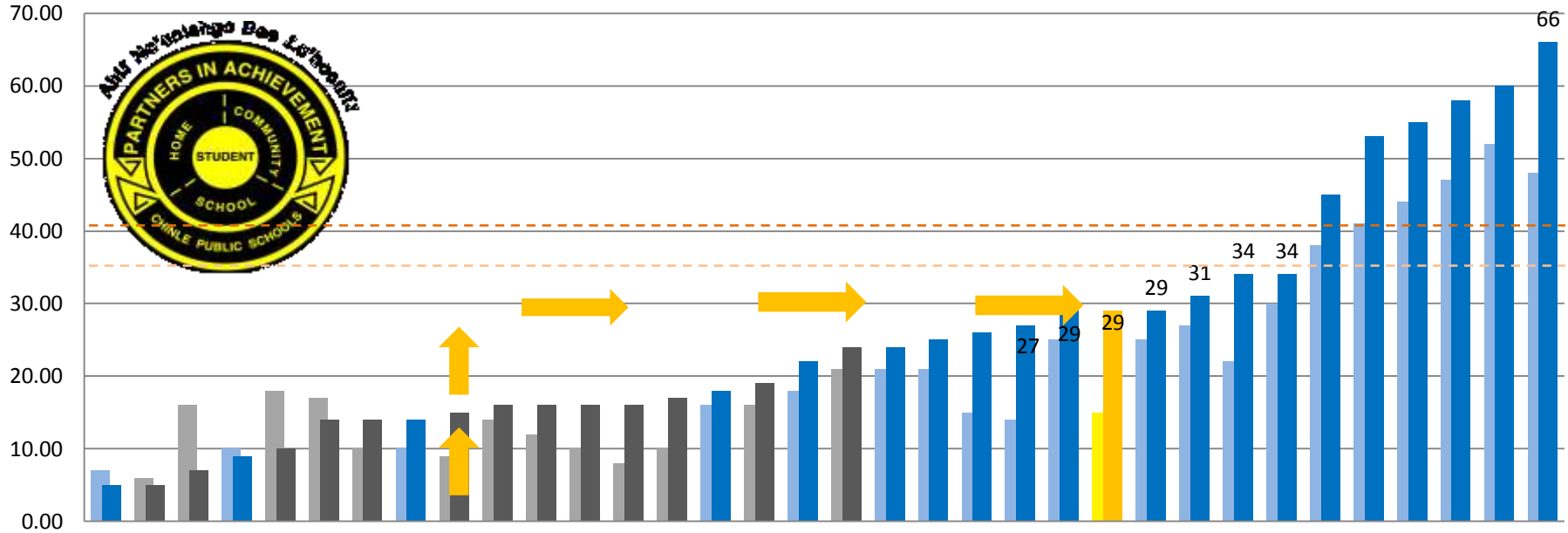
*58% of our students
were MP and
only 42% were "earning
points as PP, P or HP*

Reservation Schools
 Non Reservation Schools
 Chinle

% Increase in ELA Points Earned from 2015 to 2018



Math AzMERIT 2018 % Passing Compared to 2015 % Passing

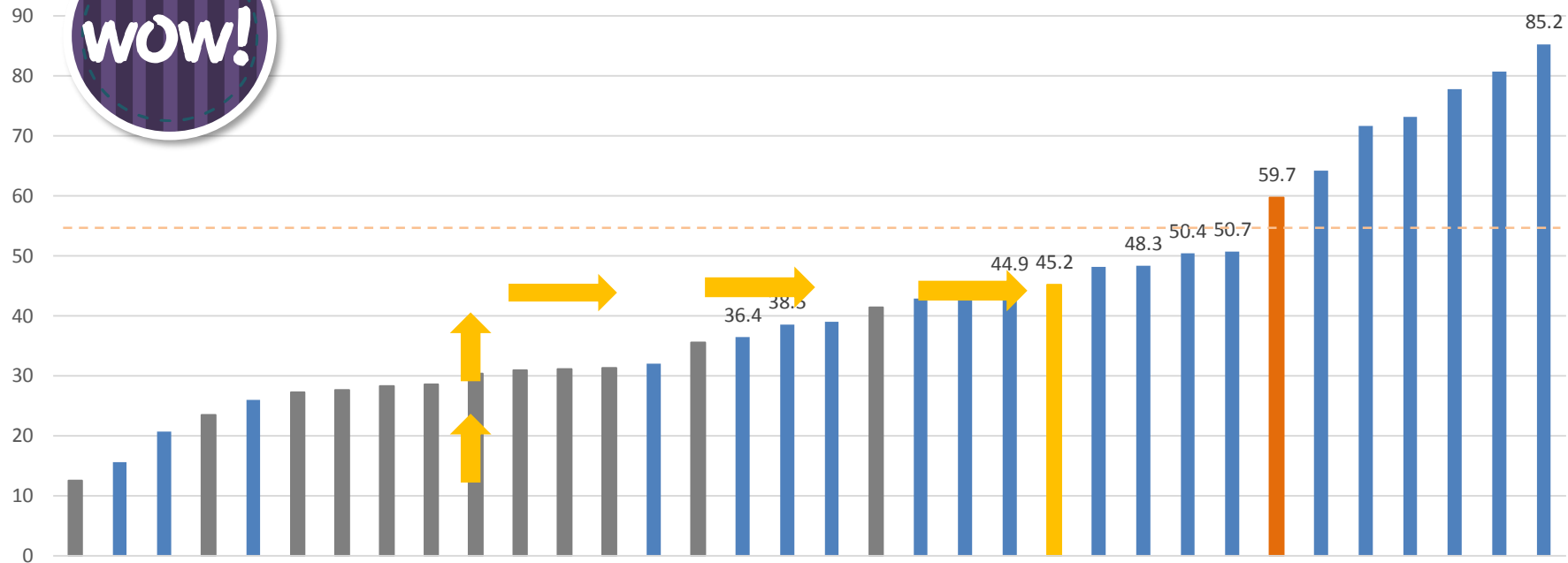


Reservation Schools
 Non Reservation Schools
 Chinle

(lighter color in background is 2015 % passing)

wow!

2018 Math Total Points Earned



Math - 2015

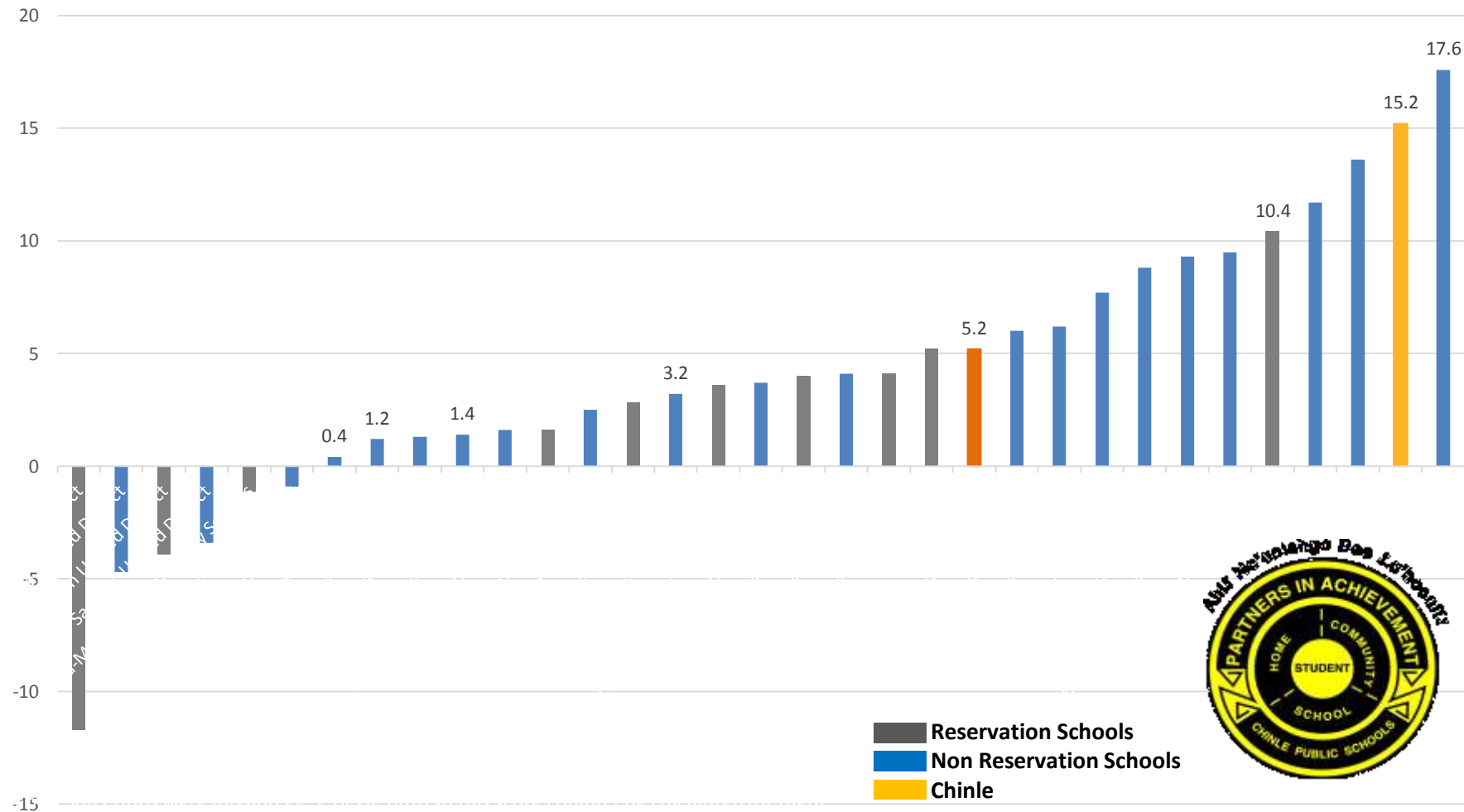
*61% of our students
were MP
only 39% were "earning
points as PP, P or HP*

Math 2018

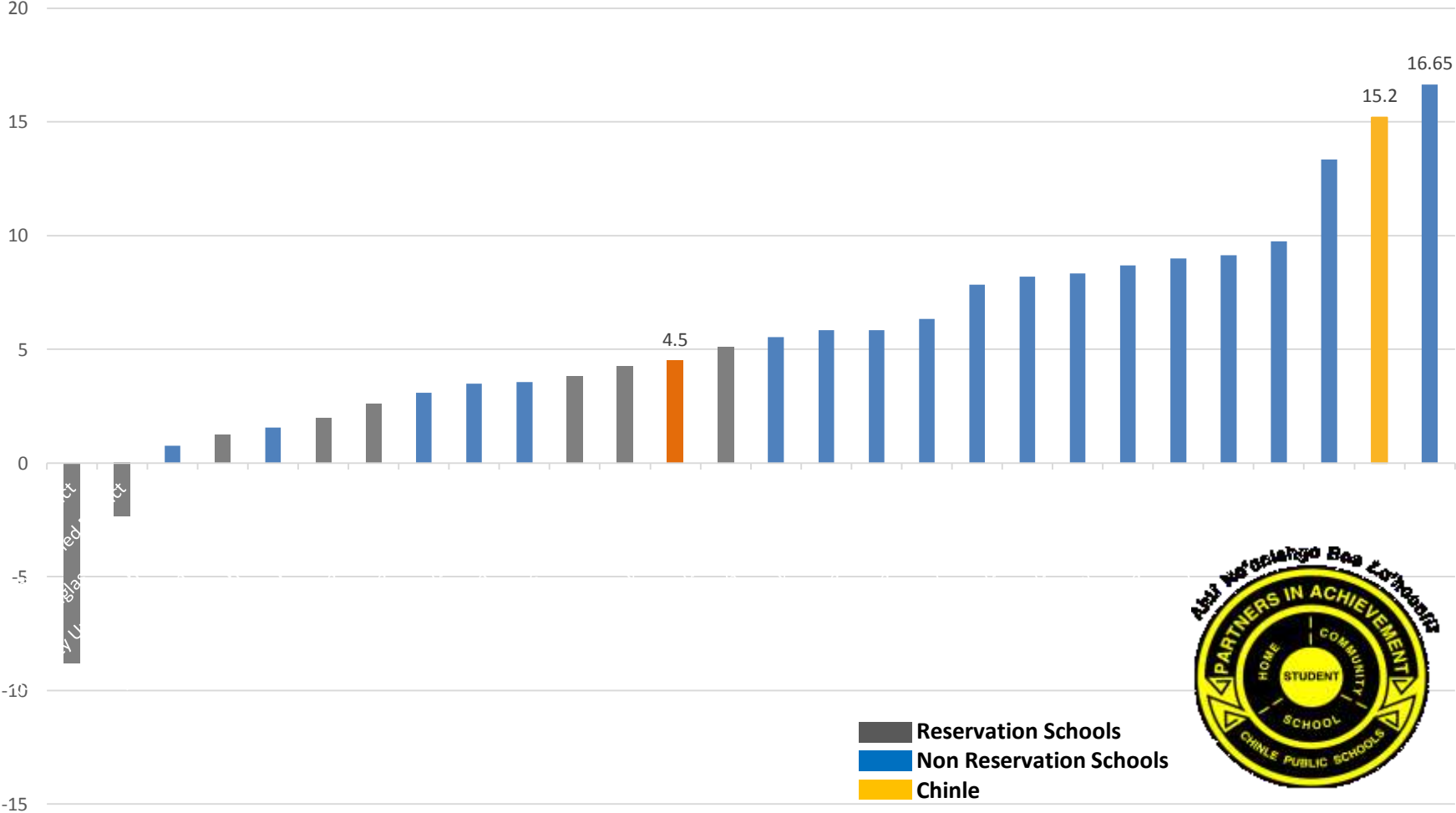
*47% of our students
were MP and
only 53% were "earning
points as PP, P or HP*

Reservation Schools
 Non Reservation Schools
 Chinle







% Increase in Math Total Points Earned 2015 to 2018

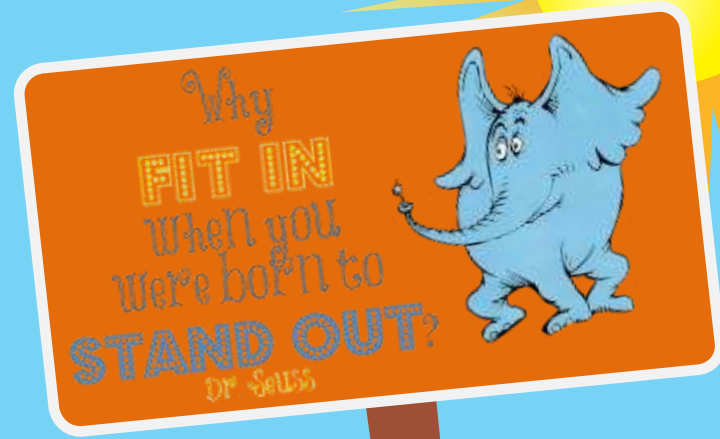


Average Increase in Points Earned ELA & Math 2015 to 2018



2019 AZ School Letter Grades

Unit	2014	SI*	2018	SI*
CDC	F	Y	 C	N
CES	C	Y	 B (4 points away from an A!)	N
TPS	C	Y	 B	N
MVES	D	N	 C	N
MFPS	D	N	 C	N
CJHS	F	N	 C	N
CHS	C	N	D (if successful appeal will change to a C)	N
CUSD	D	N	TBA	TBA



**Staying the Course:
Aligning Belief, Plans and Actions**

Challenge	Impact on Learning	Solution
Poverty	Three factors that have a significant impact on graduation potential are: 1) living in a high poverty neighborhood; 2) family poverty; 3) poor reading skills. Students having all 3 are at 1/3 greater risk to not graduate at all or on time. (76% of our students)	<ul style="list-style-type: none"> ✓ Valid & reliable curriculum ✓ Effective teachers ✓ Intervention opportunities
Low Reading Achievement		<ul style="list-style-type: none"> ✓ Valid & reliable curriculum ✓ Effective teachers ✓ Access to resources & intervention
Application and Cultivation of Resilience Skills	Learning is challenged because students don't lack a learned sense of optimism, a realistic sense of hope and personal control nor can they readily 1) find meaningful purpose; 2) believe that one can control or influence life events; and, 3) believe that growth and learning occurs from both positive and negative events.	<ul style="list-style-type: none"> ✓ Strong relationships with appropriate adults ✓ Social/emotional development education ✓ Emphasis on safe, consistent environments
Historical Trauma → Trauma Informed Schools	Contributes heavily to children's sense of identity and worth since they don't have strong roots in western culture or traditional culture. This contributes to and exasperates the impact described above for Resilience	<ul style="list-style-type: none"> ✓ Focus on Whole Child supports ✓ Emphasis on self regulation v. discipline ✓ Academic and non academic goals ✓ Community partnerships
Parents lack understanding of the value of education	While parents may want to see their children do well they may either not know what opportunities exist or not know how to help their children access them.	<ul style="list-style-type: none"> ✓ Educate parents a) about opportunities for their children; b) about what it means to hold high expectations ✓ Build positive relationships with our students and their families

2017-2020

Increase the sense of high expectations and efficacy that we can impact learning in spite of the challenges of a high poverty, rural setting

Self & Collective Efficacy

Continue initiatives to increase the number of preschool classrooms and transportation available

Expand Preschool Opportunities

Purposeful visibility of central office leadership in school to provide feedback to building leaders

Instructional Rounds

Increase stakeholder engagement through communication improvement with emphasis on Loose/Tight and central office to schools to teachers and back

Clear Loose/Tight Controls and Communication Content & Processes

Through aggressive instructional reform, ensure alignment of written, taught and learned curriculum

Professional Learning Communities

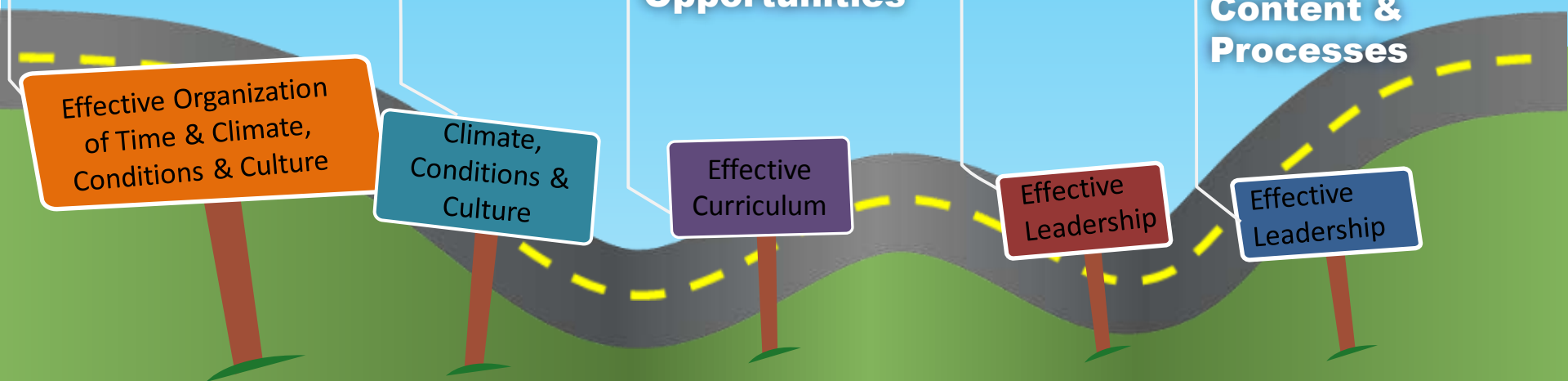
Effective Organization of Time & Climate, Conditions & Culture

Climate, Conditions & Culture

Effective Curriculum

Effective Leadership

Effective Leadership



The 3 Big Ideas of a PLC

A Results Orientation

The third big idea of a PLC - Members of a PLC recognize that all of their efforts must ultimately be assessed on the basis of results (student learning) rather than intentions.

A Collaborative Culture and Collective Responsibility

The second big idea - educators must *work collaboratively* and *collective responsibility* for the success of each student. Not optional and the importance cannot be overstated!

A Focus on Learning

The first and biggest of the big ideas - based on the premise that *the fundamental purpose of a school is to ensure that all students learn at high levels (grade level or higher)*. This is the essence of a learning community.





What was the CUSD “drop in the pond?”

- 1 grade level in math
- 42 students
- 38% pass rate

ripple effect

noun [C] • US  /ˈrɪp·əl ɪˌfekt/

★ a series of things that happen as the result of a particular action or event:

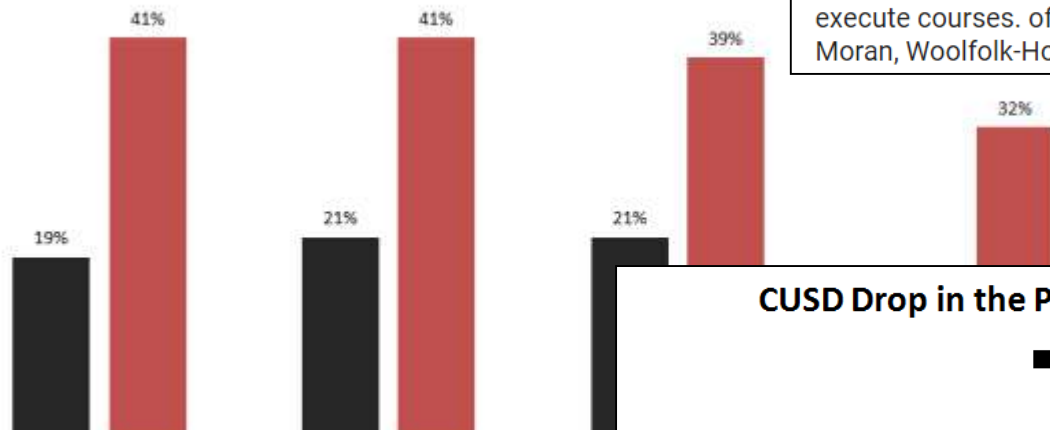
Increase the sense of high expectations and efficacy that we can impact learning in spite of the challenges of a high poverty, rural setting

Self & Collective Efficacy

Climate,
Conditions &
Culture

CUSD and AZ 3rd – 6th Grade Math AZMerit Pass Rate

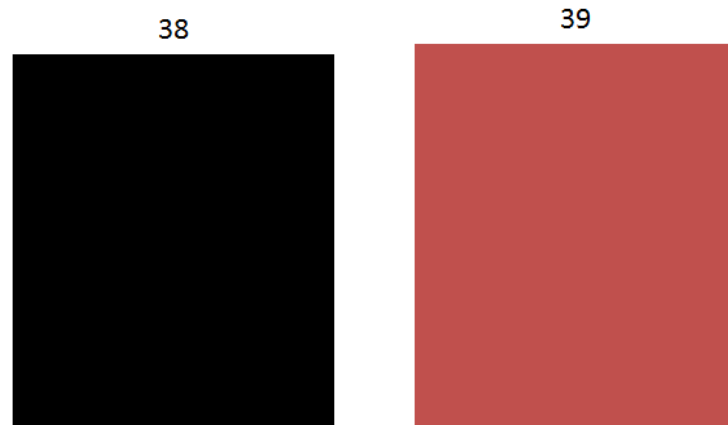
2015



Teacher efficacy can be **defined** as **teachers'** beliefs in their abilities to organize and execute courses. of action necessary to bring about desired results (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998).

CUSD Drop in the Pond – E. Tom – TPS – 5th Grade Math - 2015

■ TPS 5th Grade ■ AZ Pass Rate



E. Tom



That one little drop in the water created an on going cycle of mastery and vicarious experiences for our teachers leaders and students...



2015 – “A Drop in the Pond” In spite of the overwhelming evidence that the state of Arizona was reaching pass rates at least twice greater than we were in Chinle, a glimmer of hope was produced by **5th grade at TPS being within 1 point of AZ** and **one 4th grade classroom at MVES exceeding the state by 3% points (also math)**. Proof our students and teachers could do it!



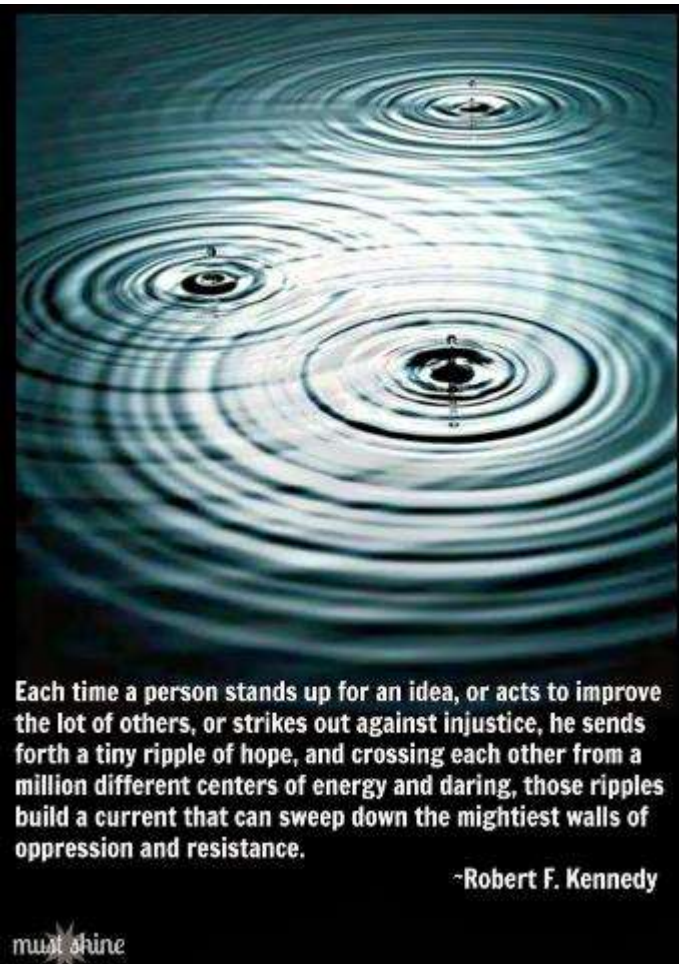
2016 – “Pockets of Success”

- ✓ **12 classrooms** in a combined **4 schools** met or exceeded the AZ pass rate in math and **1 in ELA**.
- ✓ **5 classrooms achieved pass rates within 5%** of the AZ math pass rate along with 2 others in ELA.
- ✓ **4 grade levels** in 2 schools met the AZ pass rate in math



2017 – “A Bigger Splash”

- ✓ **18 classrooms in a combined 4 schools** met or exceeded the AZ pass rate in math and **2 in ELA**;
- ✓ 3 of our classrooms **exceeded AZ math performance by more than 30% points**.
- ✓ TPS showed **every grade level at, above or within 1 point** of the AZ pass rate for math.
- ✓ **1 grade level in 1 school exceeded the AZ average in ELA** and 5 classrooms in 4 schools were within 5% points



Each time a person stands up for an idea, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

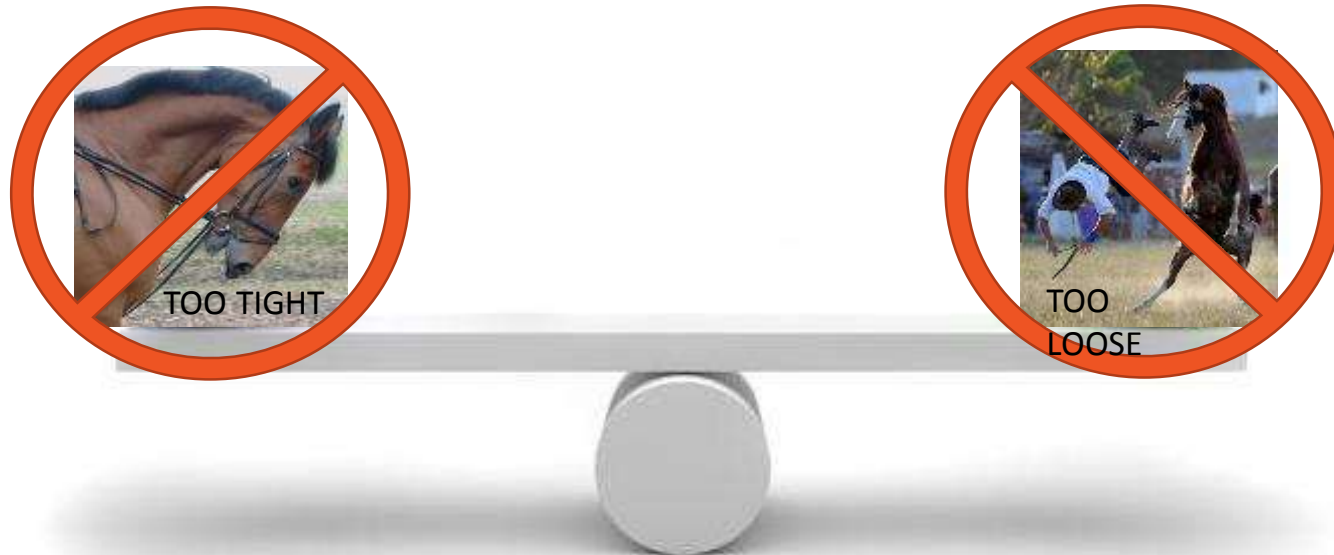
~Robert F. Kennedy

2018– “A Continuous Cycle of Drops & Ripples”

- ✓ 20 classrooms in a combined 6 schools met or exceeded the AZ pass rate in math and 4 in ELA;
- ✓ **44% of our elementary classrooms have met, exceeded or come within 5% points of the AZ pass rate for math (14% in 2015)**
- ✓ 3 classrooms exceeded AZ math performance by more than 30% points.
- ✓ TPS *again* showed every grade level at, above or within 1 point of the AZ pass rate for math; 4 more grade levels joined the club from 3 other schools
- ✓ 1 grade level in one school exceeded the AZ average in ELA and 4 grade levels in 3 schools were within 5% points
- ✓ 1 teacher in one school achieved a **71% pass rate in ELA** in part by **moving 9 of 16 students who were MP last year to P this year**
- ✓ **1 grade level DISTRICT WIDE (5th Grade)** was within 2% points of the AZ pass rate for MATH
- ✓ **1 school** (previously a D school) is now 4 points away from an A

Loose & Tight Controls – A Balancing Act

- **TIGHT CONTROLS** - *Used to establish expectations: Certain critical issues must be addressed and certain critical tasks must be accomplished...faithfulness to specific principles and practices*
- **LOOSE CONTROLS** - *How things are done while still meeting expectations: Provide considerable autonomy and freedom as to how things get done on a day to day basis*





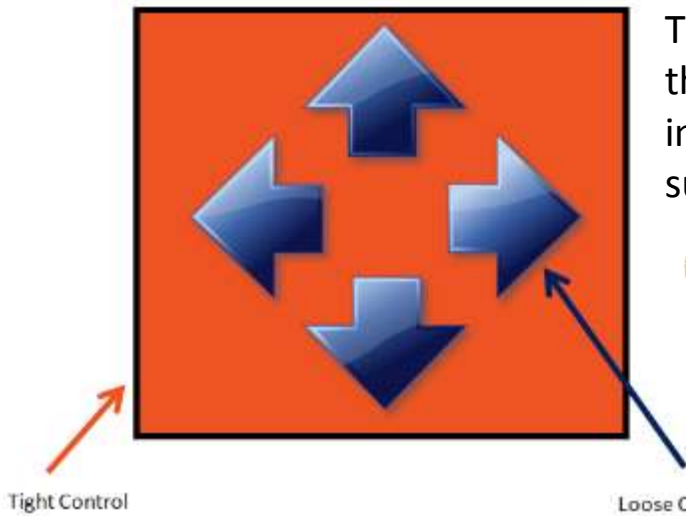
Tight Control = Fence

- We want the horses to stay inside the fence to keep them safe and out of mischief

Loose Control = Inside the Fence

- Inside the fence they can do as they please
 - Run, buck and kick
 - Graze
 - Go get a drink of water (imagine)
 - Get in the shade (imagine)





Tight Control: I am only going to eat foods that have low glycemic index and are rich in fiber and protein (no/limited) starches, sugar, junk food



Loose Controls:

- Vegetables
- Fruits with skin
- Berries
- Meat
- Cheese
- Sweet Potato

Your Turn:

Tight Control

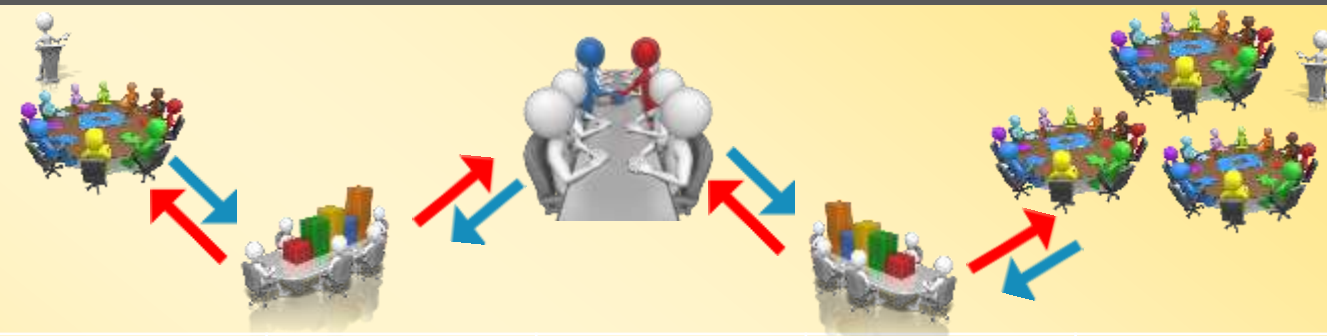
- You had to file your federal income taxes by April 16

Loose Controls:

- Hire someone or do it on your own
- Use software like Turbo Tax or not
- Itemize vs. Standard deduction
- File in January, February, March or midnight on April 15 ☺



Recommended Process



Central Office Start HERE

Central Office leaders meet with their staff members with one agenda item being communication needs to schools and other departments

Central Office Step Two

Central Office leaders meet with each other to discuss department communication needs to schools and prioritize those needs for upcoming communication opportunities. Those items are placed on an agenda which is shared with teacher focus groups a predetermined number of days in advance of the focus meeting.

Meet in the Middle

Representatives from central office relevant to school communication needs and representatives of the school site meet to discuss communication needs items.

Representatives report back to larger group both at the school and central office.



Teachers Step Two

Teacher focus group members meet to discuss and prioritize communication needs. Those items are placed on an agenda which is shared in advance with central office leaders a predetermined number of days in advance of next communication opportunity.

Teachers Start HERE

Teacher focus group members gather concerns from their colleagues in order to collectively arrive at two agenda items to be communicated to central office representatives.

Possible ways:

- Survey Monkey
- Department meetings
- Staff meetings
- One to one

Communication
Do people know what, why and how we want it done?



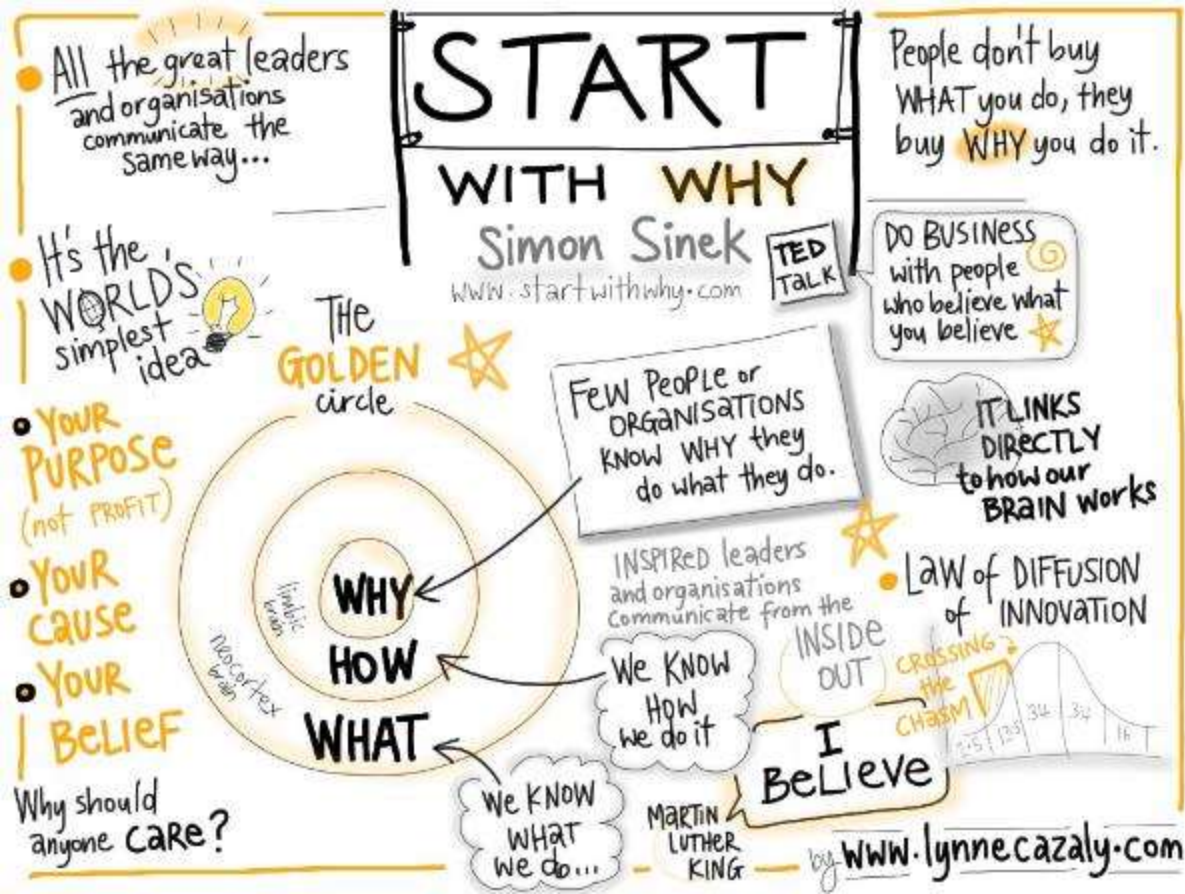
Relationships
Do we have relationships characterized by trust and credibility?



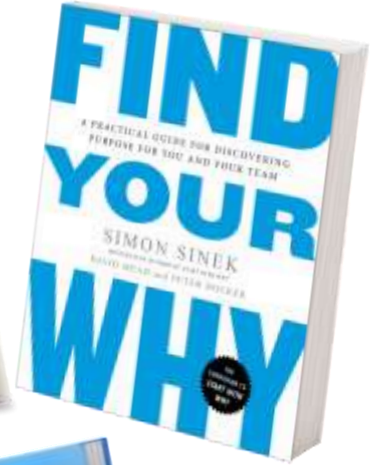
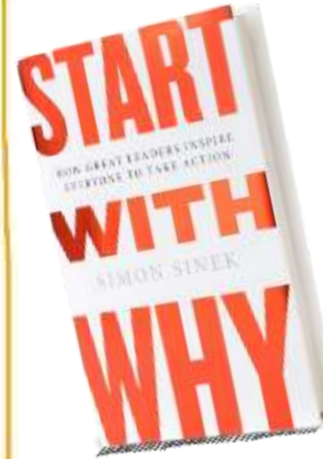
Support
Have we provided adequate professional development and support for the expected implementation?



Accountability
If we have been successful with the above steps, we shouldn't have to.



Know and Communicate the Why!



<https://www.youtube.com/watch?v=OVnN4S52F3k>

(3:40 minute version)

What Next?

Ground our solutions in a common “why”
and stay the course to align beliefs, plans & actions

Collaborate to develop solutions

Understand the challenges

Celebrate our progress

4

3

2

1